

AISV IB English Language A

Ms. Gillette

Analysis



analysis | əˈnaləsis |

noun (pl. **-ses** | -sēz |)

detailed examination of the elements or structure of something, typically as a basis for discussion or interpretation : *statistical analysis* | *an analysis of popular culture*.

- the process of separating something into its constituent elements. Often contrasted with **synthesis** .

Write a well-developed short essay that answers the following question:

How does Maxine Hong Kingston use rhetorical devices to communicate her perspective on language?

claim + support = argument

DECIDE ON YOUR CLAIM (what is her perspective on language?) AND FIND SPECIFIC SUPPORT (what rhetorical strategies does she use?)

- diction choices
- chosen images
- chosen details
- language register
- sentence structure

Introduction

- Provides brief 'hook' that sets up the context for your response and suggests a fresh approach
- Mentions the title and author of the work you are analyzing *(essay titles go in quotes)*
- States your response to the prompt
- Accurately previews the details to be analyzed

Illustrating detail

Choosing illustrating detail

- When appropriate, paraphrase long episode rather than quoting
- When appropriate, use full sentence quotes
- When appropriate, weave small snatches of text into your own sentences
- Always provide commentary that makes the significance clear
- Never end paragraph with a quote

Quote Sandwich

set-up

quote

follow-up



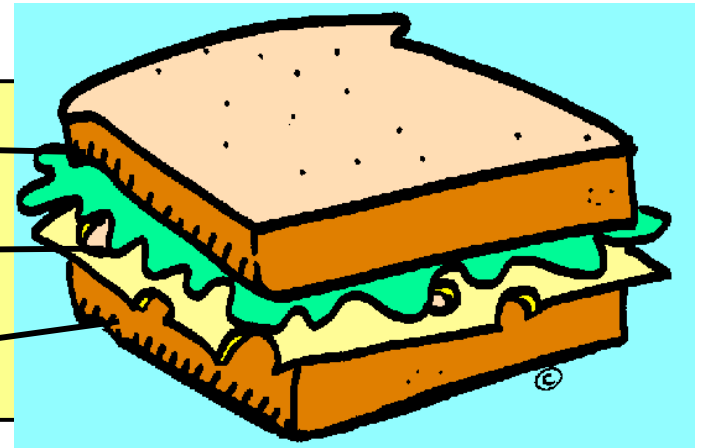
Quote Sandwiches

Topic sentence (thesis sentence or subpoint to support thesis for longer response)

Sentence setting up idea

Quote or detail from source

Follow up (what does this quote show?)



Repeat quote sandwiches as necessary to layer in observations from multiple places within the texts. Choose details chronologically or thematically.

End with concluding sentence that summarizes importance of the idea overall (What does this show about the story? Why is it important?).

Sequencing

Consider appropriate order of points. Is there a way you can order the ideas so that one leads into the next into the next? Don't choose three techniques and discuss them as if they were unrelated. Build forward momentum toward the big picture.

- Do you start with details clear at the beginning of the essay, and then move into techniques from the middle of the essay, and then discuss how the essay concludes?
- Do you start with big obvious techniques and then move into smaller, more subtle techniques?
- Does discussion of one technique suggest moving into a related one?

Conclusion

- Do not simply restate introduction; move beyond your earlier preview
- Suggest overall significance to the use and effectiveness of these rhetorical strategies. Why is it important?
- Provide closure

Use of first person

“ | ”

NOT “In the following essay, I will talk about...”

NOT “I think”

Only if it’s ‘powerful’

“As a reader unfamiliar with Chinese schools, I am most influenced by her inclusion of details.”

Write a well-developed short essay that answers the following question:

How does Maxine Hong Kingston use rhetorical devices to communicate her perspective on language?

Introduction

- Provides brief 'hook' that sets up the context for your response and suggests a fresh approach
- Mentions the title and author of the work you are analyzing *(essay titles go in quotes)*
- States your response to the prompt (your claim)
- Accurately previews the details to be analyzed

Choosing illustrating detail

- When appropriate, paraphrase long episode rather than quoting
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Introduction

How does Maxine Hong Kingston use rhetorical devices to communicate her perspective on language?

Usually we think of our voice as indivisible from our body; our mouth opens and out comes the thoughts we hope to express. For Maxine Hong Kingston as a child, however, this was not the case. As she relates in her essay “Tongue-Tied,” speaking came with considerable difficulty, even pain, which meant that communication of her private thoughts was often close to impossible. Her process of using language was one of uniting herself with her voice, which seemed so often in pain. Because her experiences were so different than the normal ones, she communicated the extent of her pain through emotional details and figurative language, painting an uncomfortable scene for the reader.

How does Maxine Hong Kingston use rhetorical devices to communicate her perspective on language?

Body paragraph I

Any author seeks to connect to their audience, but since Kingston's experiences were so different than those of the average reader, she starts with specifically chosen details to assist the reader in understanding her struggle. The purpose of her opening scene, of knot-makers in "long ago China" and a "knot so complicated that it blinded the knot-maker" (Kingston I) is not instantly clear, but it begins to set a tone of negative physical consequences (blinding) to what seems like normal activity (knot tying). She follows immediately with the shocking statement "Maybe that's why my mother cut my tongue" (I). Since cutting the tongue is such a strange and probably painful act of violence, the reader instantly shivers with imagined pain. This is only made worse by the details she continues to add to the story: the possible "nail scissors...or knife in hand to cut", her own observations of her frenum, "thin as a razor blade", the idea of being "terrified" of her mother through her action. We usually associate mothers with caring and comfort, and through the later dialogue we see that the mother did this action to help Kingston use her tongue more freely, but through the details, Kingston shows her early childhood traumatized by this violent act.

How does Maxine Hong Kingston use rhetorical devices to communicate her perspective on language?

Body paragraph 2

This cutting of the tongue sets up the young Kingston to feel separate from her voice, which she communicates through a variety of uncomfortable images. “A telephone call makes my throat bleed and takes up that day’s courage. It spoils my day with self-disgust when I hear my broken voice come skittering out into the open” (2). This voice with another would use so naturally presents her with so much pain and through her use of hyperbole and metaphor, the reader feels a little of that pain too. She can use her voice joyfully when screaming and yelling with her friends at Chinese school, but when called to recite aloud, the same terror comes on, and her voice turns into “a crippled animal running on broken legs. You could hear splinters in my voice, bones rubbing jagged against one another” (4). This description communicates more effectively with the image of the voice something to be pitied, something struggling along in tremendous pain. Imagery often creates an emotional response, and here the reader feels most aware of Kingston’s personal struggle.

How does Maxine Hong Kingston use rhetorical devices to communicate her perspective on language?

Body paragraph 3

And yet Kingston's message is not one seeking pity, but instead one of pride. To accomplish this, she sets up her story with a careful structure. That initial story of long ago China had her imagining, "If I had lived in China, I would have been an outlaw knot-maker" (1). But she *didn't* live in China, and her mother *didn't* cut her tongue to be cruel. As she explains:

Your tongue would be able to move in any language. You'll be able to speak languages that are completely different from one another. You'll be able to pronounce anything. Your frenum looked too tight to do those things, so I cut it (1).

As a child she can't understand this, asking repeated questions which eventually frustrate her mother. In the middle of the essay, she shows herself giving into silence ["My silence was thickest - total" (2)] and admits, "A dumbness—a shame—still cracks my voice in two" (1) even as an adult. While Kingston may have been traumatized by the idea of this cutting as a child, eventually she tried to work against it. No matter what pain it caused her, she continued to use this "broken" voice. She ends the essay, "I was loud, though. I was glad I didn't whisper" (4). This may have been a difficult struggle, but she would not give in.

How does Maxine Hong Kingston use rhetorical devices to communicate her perspective on language?

Conclusion

Not everyone will have had such a difficult time with language development as Kingston did. But her selection of detail, vivid imagery, and careful structuring invite the reader to experience a bit of the pain she has had to see her voice as part of herself, not a broken animal cut away from her in need of pity. And because she is able to communicate so clearly to the reader, at least using the written word, perhaps the mother's wishes about her daughter growing freer in moving in different languages is coming true.

Kingston, Maxine Hong. "Tongue-Tied." Photocopy

“I cut it so that you would not be tongue-tied. Your tongue would be able to move in any language. You’ll be able to speak languages that are completely different from one another. You’ll be able to pronounce anything. Your frenum looked too tight to do those things, so I cut it.”

**What is
synthesis?**

It's NOT analysis

analysis |ə'naləsis|

noun (pl. **-ses** | -sēz |)

detailed examination of the elements or structure of something, typically as a basis for discussion or interpretation : *statistical analysis* | *an analysis of popular culture*.

- the process of separating something into its constituent elements. Often contrasted with **synthesis** .

Analysis



synthesis |'sin θ əsis |

noun (pl. **-ses** | -sēz |)

combination or composition, in particular

- the combination of ideas to form a theory or system :
the synthesis of intellect and emotion in his work | the ideology represented a synthesis of certain ideas. Often contrasted with **analysis** .

Synthesis

Text

+

Text

+

Text

+

+

YOU

=

???

BLENDING TOGETHER IDEAS FROM MULTIPLE SOURCES

+

Text

Text

Text